2020 TOP UNIVERSITIES FOR PROFESSIONAL SALES EDUCATION

The most comprehensive listing of graduate and undergraduate sales education offerings.

Pg. 1  Letter from the Editors
Our 14th edition focuses on technology.

Pg. 2  Don’t Fear the Future of AI
Tracey Wik on what sales organizations can do.

Pg. 5  Embrace or Replace
An exploration by the team of Pullins & Jones.

Pg. 6  SEF Research Grant Insights
Jason Jordan highlights published research.

Pg. 8  Sales Skills are Skills for Life
Loring & Parish share university enhancements.

Pg. 28 Equality, Parity and…
Barry Trailer on stereotypes and the battle

Pg. 31 Become a Sales Professor
USCA list of contacts.

Pg. 32 What is a Sales Tech Stack
Cilley & Peterson shed light on technology.

Pg. 34 Is a DBA Right for You
Andrew Artis on things to consider.

Pg. 36 What is Social Selling
Bob Nadeau is back.

Pg. 38 Virtual-Visual Playbooks
Hall & McClendon on impact of playbooks.

Pg. 41 Picture This-Complexity of Role
Dixon, Hall & Chaker highlight challenges.

Pg. 42 University Sales Competitions
SEF provides redesigned feature.
The Sales Education Foundation is a component fund of The Dayton Foundation, a 501(c)(3) public charity.
ONE OF THE BIGGEST CHALLENGES SALES ORGANIZATIONS FACE TODAY IS KEEPING UP WITH THE VOLUMINOUS AMOUNT OF INFORMATION COMING AT THEM ALL DAY.

This information takes the form of buyer preferences, product knowledge, competitor intelligence, community knowledge, value creation—the list goes on and on. Essentially, everything today is a source of data. In fact, there is so much information coming at sellers everyday most sales organizations struggle with how to equip sellers with the right tools, content, and coaching and training to not be overwhelmed.

Many sales organizations are turning to AI tools to help organize this flow and help sellers be more efficient and productive. The marketplace for AI technology is growing every day. McKinsey & Company predicts AI will contribute $1.4 trillion to $2.6 trillion of value in marketing and sales.

Throwing technology at the sales team, of course, is nothing new. The product category known as Sales Force Automation (SFA) is at least two decades old. The emphasis was on making sales processes repeatable and standardized, with reps following a standard set of behaviors at each stage of the process. The adoption of such tools has always been an issue, but no one can argue with the influence these tools have had on sales force management.

The promise of AI tools is to make us more human not less, but somehow that message is being lost. Rather than looking to AI tools to make their day-to-day workflow more strategic by automating repetitive, mundane tasks like updating CRM fields, most sellers are frightened by the mere mention of AI. They fear robots are coming for their jobs. It is not just that they will take their jobs, but in the process, develop a mind of their own replacing the need for human beings altogether. According to a survey conducted by Oxford University’s Center for the Governance of AI, many people today fear a future where mechanisms of AI become too intelligent.

Fearing the future won’t stop it from arriving. It is the job of sales leaders to debunk these fears, and work with sellers to ensure they have the right tools and sales enablement strategies and tactics in place for success. Buyers are demanding increasingly more sophistication from sellers, and this trend keeps accelerating. Sales is a complicated profession with many competing priorities. As more and more sophisticated new sales tools are available, more new challenges arise, particularly in the areas of training, integration, and getting full value.

So, what can organizations do to help sellers understand AI and its capabilities?

WHAT AI IS AND WHAT AI IS NOT

I might be dating myself with this reference, but sales leaders can borrow a page from Joe Friday’s book. Joe Friday was the lead detective in Dragnet, an American television series, based on the radio series of the same name. The series was a crime drama that later went on to be syndicated. It won over audiences across demographics because of its consistent storyline and Joe Friday’s ruthless pursuit of the truth. In most episodes, as Detective Joe Friday was interrogating a suspect, he would declare, “Just the facts, give me just the facts.”

The amount of misinformation and hype surrounding AI is at a fever pitch. The overarching goal of the sales executive is to create a team that can consistently provide revenue and profit in alignment with the company’s overall financial goals and strategic direction. By sticking to just the facts about AI, you have the knowledge and ability to bring others along with its possibility rather than be paralyzed by its potential threat. This will help you accomplish this primary goal.

To understand AI’s possibilities on sales, you need to know what it is and what it isn’t. In short, AI is a broad concept referring to machines carrying out tasks in a way we’d describe as “smart.” It isn’t meant to replace human jobs — it’s meant to enhance them.

Related to AI is machine learning, an application of AI that feeds data back into machines so they can learn based on that information. If you’ve ever used an email spam filter or seen Netflix’s suggested shows and movies laid out for you, you’ve seen AI and machine learning at work.

Let’s also consider what AI isn’t. It’s not a horde of robots. It’s not emotional the way humans are because there’s no reason to program it as such. It’s
best at carrying out simple, repetitive tasks quickly and uniformly. It offers an opportunity for sellers to stand out, but only if they adopt a growth mindset about the tools and what they make possible in how they serve their customers.

MORE NOT LESS
To help sellers bridge the digital divide between traditional sales technology and the technology of the future, offer the perspective of more not less. AI offers the opportunity for sellers to do more of what they like to do, not less.

According to CSO Insights, currently, salespeople are spending 35.9% of their time selling, with the rest of their week consumed by other tasks. Why is this? Think about the amount of time sellers spend doing things that are not directly tied to generating revenue—gathering market intelligence, administrative tasks, researching competitors, keeping up with product enhancements, and email for sales related purposes. Add in social selling activities and catching up with colleagues with newly launched Slack channels, it is no wonder that any seller makes quota at all.

Deploying AI tools should allow for the insights to be automated, more accurate and faster, freeing sellers up to spend the time doing what they like to do most—delivering value to their clients.

TIME AND CO-CREATION
One of the best ways to empower sellers to use tools is to understand how they use their time. While being productive has always been a priority for sellers, time management is becoming even more important to succeeding in sales. AI can have exponential impact on sales, but only if sellers can easily see it working for them. Sellers have little patience for what doesn’t work.

To increase sales force adoption, begin by understanding where their productivity is being thwarted. You can do this by surveying them, or by spending time understanding what a day in the life of your sellers entails. This allows you to partner with them and co-create the sales process. By understanding their day-to-day workflow, you can see where they are losing time and deploy AI tools accordingly.

At the end of the day, they might still be fearful of robots taking over, but more activity, even if it is done for you by an AI tool, means more sales. All sellers can embrace that.

HERE ARE JUST A FEW EXAMPLES OF WHAT AI CAN DO FOR SALES:

• Analyze which leads are most likely to convert to deals
• Analyze past deals and discover how to use that information to structure new deals
• Deliver data insights by combining micro-learning, sales enablement, video coaching, and live events
• Predict utilization of sales collateral
• Provide sales reps AI-generated response suggestions during live customer conversations
• Remove bias in the interviewing process
• Deliver relevant content by selling stage for salespeople to follow-up

EXTRA! EXTRA! READ ALL ABOUT IT!
Salespeople to become obsolete – Millions of sales jobs to disappear.

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IF YOU DO A QUICK BROWSER SEARCH ON TECHNOLOGY AND SALESPEOPLE, YOU WILL PROBABLY SEE SOME DIRE HEADLINES.

EXTRA! EXTRA! READ ALL ABOUT IT!
Salespeople to become obsolete – Millions of sales jobs to disappear.

Obviously not everyone agrees, but the discussion is happening. Will technology replace the traditional salesperson? Or will it work side-by-side with the salesperson to enhance the selling process, embraced by the sales professional?

At the University of Toledo, we asked our corporate advisory board what they thought. We wanted to know: 1. how new technologies are affecting the sales process, and 2. how they are preparing for it. Overall, our partners are embracing technology for both the changes and the improvements it will bring. They are not anticipating technology will replace salespeople. Instead they are preparing. Chelsea Benton, Director, Northwestern Mutual noted that NWM has made major changes in its training by “dedicating at least 50% of our sales process training to leveraging technology and assuring it incorporates the utilization of different digital marketing/social media platforms.”

The major change those we talked to see is that technology changes how time and space impact the selling process. No longer does a client have to wait for an answer until tomorrow. No longer is the salesperson limited by geography for sales meetings. Technology results in 24/7 accessibility for customers all over the world. Online technologies provide answers at the touch of an icon. Web conferencing technologies tear down borders and enable the selling process anywhere. The belief is that there is more opportunity, not less, for the technology-savvy salesperson.

While technology changes some things, it also improves the selling process and customer relationships. For example, big data provides more insights about customers, even at the one-to-one level. Partners report technologies that can identify good prospects, or provide a profile of a potential customer, up to and including social style based on social media use. Customer research becomes easier and better. Relationship building does too. Steve Kosinski, Sales Operations Leader, Owens Corning, notes that OIC is using technology to empower the salesforce, not replace it. The key is “technology can help the salesperson get the right information to the right people in the right way. Using the right vehicles is important to every company’s success.”

Social media is another technology impacting selling right now. Our partners believe social media provides a way for salespeople to build trust and credibility with customers, enhancing relationships. How our partners use social media varies greatly, but the purpose is the same. Several partners indicated they like to have personal interactions with customers, more “real” to clients, while others used only professional vehicles and provide business information for customers. Meghan Csich, Regional Manager, Hilti, noted she likes to connect with her clients via technology like LinkedIn to strengthen relationship building. The bottom line is that social media can and does provide for relationship enhancement through trust and credibility building.

The other major technology on the horizon is Artificial Intelligence. Our firms are watching developments closely here. The one thing they were confident about, at this point, is that they will embrace AI to help salespeople better serve customers, but they do not see it replacing their salesforces.

In the end, good selling process has long been about understanding customer needs. That won’t change. According to Sam Tsao, Regional Manager, Hilti, “Customer Needs are the root. We need to stay aligned with the needs of our customers when it comes to technology. If we are doing that right, we’re probably using technology right too.” Ultimately, it is about “shifting to work alongside technology... it is still very important that the process is carried out and that the relationships are built. That’s not changing,” says Autumn Mickens, Talent Specialist, Enterprise Rent A Car.
Since 2011, the Sales Education Foundation has disbursed more than $125,000 in grants to promote high-quality research into the real-world practices of salespeople and sales leadership. Introduced with the support of sales luminary Neil Rackham, these grants have enabled university researchers around the world to accelerate the growth of our profession’s body of knowledge.

In 2019, two previous award recipients published their completed research projects. We are thrilled to congratulate these two teams on their accomplishment and to highlight the insights of their effort.

**AWARD RECIPIENTS**

**INVESTIGATING THE DRIVERS AND IMPACT OF SOCIAL MEDIA USAGE AMONG SALES PROFESSIONALS**

**PAOLO GUENZI & ED NIJSSEN—2017 GRANT RECIPIENT**

Social media has become commonplace in most salespeople’s toolkits, yet little research has been done on these relatively new technology platforms. In their research project, Paolo Guenzi of the SDA Bocconi School of Management and Ed Nijssen of the Erasmus University of Technology investigated how sellers actually used social media and what impact it had. More specifically, Guenzi and Nijssen studied 385 salespeople to determine what drove both their motivation to use social media and their ability to use it productively.

The researchers discovered that a salesperson’s motivation to engage on social media was determined by 1) the market readiness of the technology, 2) the influence of their peers, and 3) their organization’s support of its usage. They further found that the salespeople’s ability to integrate social media into their job was influenced by the technology’s readiness and their peer’s influence. Not surprisingly, the more motivated and able they were to employ social media, the more often they used it. Finally, Guenzi and Nijssen found a modest positive effect of social media usage on sales performance, suggesting that social media can be an important tool to enhance sales growth.

**MEASURING INFORMAL ORGANIZATIONAL CONTROLS ON B2B SALES PERFORMANCE**

**STACEY MALEK, SHIKHAR SARIN, & BERNARD JAWORSKI—2017 GRANT RECIPIENT**

Within sales forces – just like other parts of the organization – there are two fundamental types of organizational control. First there are formal controls that are determined by management, such as policies, procedures, and proclamations. Then there are informal controls that are in the hands of the team, such as social recognition, self-policing, and cultural norms. While there has been plenty of research on the former, there has not been much on the latter.

Malek of Grenoble Ecole de Management, Sarin of Boise State University, and Jaworski of Claremont Graduate University studied 750 B2B salespeople and found that informal controls play a meaningful role in both the job satisfaction and the performance of sellers. In particular, they discovered that rewards and punishments that were social, cultural, and even self-administered had a highly influential effect on salespeople. When the feedback was positive, things went well. When the feedback was negative, things went poorly. In other words, what management says is important… but so is the voice of the organization.

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Like many other academic sales programs, Mays Business School saw the need to further enhance its undergraduate course offerings in sales and to build relationships with organizations interested in hiring sales talent.

Officially launched in 2015 as the Professional Selling Initiative, the program’s first efforts were three-part: sales specific courses were added, experiential activities were created, and partnerships were developed. Students in the business school are currently offered five sales courses including: Professional Selling, Advanced Selling, Managing B2B Relationships, Sales Leadership, and Sales Analytics. Examples of experiential activities offered include competitions, company site visits, and working in the service learning call center. In 2019, the program was recognized as a university-level institute and was named the Reynolds and Reynolds Sales Leadership Institute. The institute continues to grow in the number of partners it serves which is indicative of the need for university educated sales professionals.

As any sales program or institute seeks to serve its students, industry partners and the academic and local communities, the support of the Dean is critical to success. With the support of Eli Jones, Dean of Mays Business School, opportunities continue to emerge for interdisciplinary engagements. Dean Jones is a Mays graduate, published author, outstanding teacher, and award-winning researcher. He has significant sales industry experience and sees the innate value in sales and sales education. Janet Parish, Institute Director said, “Dean Jones is an integral part of the Reynolds and Reynolds Sales Leadership Institute in carrying out our missions of teaching, research, and service as well as opening doors for our campus-wide service efforts.”

INTERDISCIPLINARY PROGRAMMING

The Institute offers many opportunities for students campus-wide to come together for training, experience, and networking.

• The Sales Club, whose current president is a Communications major, is a student organization open to all students interested in learning sales skills and/or pursuing careers in sales. Currently, students in the Sales Club represent five different colleges within the university.

• Our Sales Competition, in its 11th year, is an annual campus-wide event that involves 60 students and 20 industry partners. It is co-hosted by three colleges: College of Agriculture and Life Sciences, College of Engineering and Mays Business School.

• The Collegiate Sales Team is an interdisciplinary group of 15 students and 5 coaches who prepare year round to travel to national sales competitions.

• The Professional Distinction in Sales is a point based incentive system designed to encourage student participation in resume building, career enhancing activities such as internships, networking events and training workshops. Students from multiple colleges and majors participate in this program. On average, 30 percent of participating students earn the distinction per semester.

In May 2019, the Business Immersion Program for Engineers was offered by the Institute and sponsored by Dell Technologies. This two-week summer program covers the business disciplines of accounting, finance, management, marketing, and supply chain as well as the business fundamentals of self-awareness, sales skills, presentation skills, and dining and networking etiquette. The 2019 program hosted 55 students from 12 different majors in the College of Engineering and 12 executives from Dell. The program was such a success that plans are to offer it again in 2020. Due to the positive impact, the Institute is currently developing other immersion programs.

SUCCESS BREEDS OPPORTUNITY

Sales Immersion is a week-long boot camp designed to expose students to the concepts of customer-centricity, self and others awareness, problem-solving, strategic questioning, and the sales process. Tailored to the enrolled students (e.g., focus on technical or health-related sales), the program will conclude with a role-play competition. The plan is to offer this program to Engineering students. Future plans will include an extension of this program to include a Sales Analytics Immersion program.

Another developing program is the STEM Immersion Program, which will target business students who want to work in various STEM-related industries. Topics like technical communication, engineering ethics, problem-solving, process control, project management, and the engineering mindset will be explored. In addition, the business fundamentals of self-awareness, sales skills, presentation skills, and dining and networking etiquette will be addressed. Students in this program will also receive overview information on a wide variety of industries like technology and energy from faculty in both the Business School and the College of Engineering as well as from industry professionals. The first STEM Immersion Program will focus on Energy with other industries such as Tech and Healthcare to follow.

Two faculty members and a strategic partner had a dream five years ago that sales education at Mays Business School could be something big. They worked together to start a small initiative which is now a much larger institute. Through the collaboration and support from faculty, staff, students, former students and recruiting partners, the program continues to gain steam; more and more see the benefits of enhanced interdisciplinary sales education. Whether a student goes on to sell themselves to a company, an idea within a company, a product for a company, or a vision to create a company, the Sales skills they learn in school will stay with them for the rest of their lives.
### 2020 Top North American Sales Schools

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### 2020 Top North American Sales Programs

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<th>Institution</th>
<th>CRM</th>
<th>Sales Internship Required</th>
<th>Total Faculty</th>
<th>% of Job Placement</th>
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</table>
**requirements for top university sales program listing**

**The following university programs prepare students for careers in professional selling. To be listed, sales programs must:**

- **offer a minimum of three sales-specific courses.**
- **receive accreditation from an external source.**
- **have university recognition of the program.**

**Programs:**

<table>
<thead>
<tr>
<th>University</th>
<th>Program Type(s)</th>
<th>Accreditation(s)</th>
<th>Start Year</th>
<th>Students</th>
<th>Focus Option(s)</th>
<th>Program Type(s)</th>
<th>Description</th>
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<td>Arizona State University</td>
<td>Undergraduate</td>
<td>AACSB, PSE</td>
<td>2014</td>
<td>50</td>
<td></td>
<td>UCE, UEM</td>
<td>The program offers a B.S. in Business Management with a focus on professional selling.</td>
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<td>Auburn University</td>
<td>Undergraduate</td>
<td>AACSB, PSE</td>
<td>2014</td>
<td>90</td>
<td></td>
<td>UCE, UEM</td>
<td>The program allows students to specialize in business-to-business, sales management, and sales leadership.</td>
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<td>Baylor University</td>
<td>Undergraduate</td>
<td>AACSB, PSE</td>
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<td>UCE, UEM</td>
<td>The program focuses on preparing students for careers in professional selling.</td>
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<td>Bentley University</td>
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<td>AACSB, PSE</td>
<td>2008</td>
<td>125</td>
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<td>UCE, UEM</td>
<td>The program offers a B.S. in Professional Selling and Entrepreneurship.</td>
</tr>
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<td>Bradley University</td>
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<td>AACSB, PSE</td>
<td>1960</td>
<td>50</td>
<td></td>
<td></td>
<td>The program is the only business program in the state of Illinois that focuses on professional selling.</td>
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<td>BSU (Ball State University)</td>
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<td>2008</td>
<td>80</td>
<td></td>
<td>UCE, UEM</td>
<td>The program offers a B.S. in Professional Selling and Entrepreneurship.</td>
</tr>
</tbody>
</table>

**Points of Pride:**

- Strong innovative curriculum
- Bi-annual Interview Experience
- 60+ professional selling advertisers
- Career Closet
- Successful alumni internship program

**At Texas A&M University, Our Mission is Clear:**

Texas A&M University is one of the world’s leading professional sales programs focused on sales education, research, and the sales profession.
HPU (High Point University) has a BBA program in Professional Selling that is accredited by AACSB. They are coached for the national Sales Leadership Cup. They are one of the oldest and longest running, consistently placing in the top ten.

SSU (Southern State University) also has an accredited BBA program in Professional Selling that is part of their business school. They have a strong focus on experiential learning through sales internships and the Sale Practicum Program.

KPS (Kennesaw State University) offers a BBA in Professional Selling that is accredited by AACSB. They have a unique Sales Leadership Cup team that has won multiple awards.

KU (Kansas University) has an accredited BBA program in Professional Selling that is part of their business school. They have a Sales Leadership Cup team that has also won multiple awards.

MU (Marquette University) also has an accredited BBA program in Professional Selling that is part of their business school. They have a strong focus on experiential learning through sales internships and the Sale Practicum Program.

MTS (Metropolitan State University) offers a BBA program in Professional Selling that is part of their business school. They have a strong focus on experiential learning through sales internships and the Sale Practicum Program.

Two-time winners of the National Collegiate Sales Competition:

- Indiana State University (Business/sales)
- Kennesaw State University (Business)

Students from our exclusive, award-winning Professional Selling Program graduate with a distinct advantage. business.ucf.edu/professional-selling

UCF (University of Central Florida) offers a BS in Professional Selling that is part of their College of Business. They have a strong focus on experiential learning through sales internships and the Sale Practicum Program.

Note: This information is based on a web page and may not be the most current as of the date of the page's creation.
April Kemp
AprilKemp@semo.edu
Hammond, LA 70402
(985) 4-5277

Dr. Rich Campbell
campbellr@semo.edu
Rockport, CA 94928
707-644-2577

Dr. Joseph L. Khoob
khoobj@semo.edu
Davenport, IA 52803
563-335-8525

Dr. Mark recipes
recipesm@semo.edu
McKendree University
1101 College Ave.
Springfield, IL 62711

Mary Jacobs
 Jacobsm@semo.edu
St. Louis, MO 63105
314-516-6100

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Springfield, IL 62711

Mary Jacobs
 Jacobsm@semo.edu
St. Louis, MO 63105
314-516-6100
UNIVERSITY OF NEBRASKA-OMAHA  Start Year: 2018  Students: 60 706-867-2152  Dahlonega, GA 30597  cindy.rippe@ung.edu

UNIVERSITY OF THE FRASER VALLEY  Start Year: 2012  Students: 100 940-565-3075  Denton, TX 76203  beth.renninger@moore.sc.edu

UNIVERSITY OF WASHINGTON  Start Year: 1990  Students: 32 715-425-4330  ozcan.kilic@uwrf.edu

WASHINGTON UNIVERSITY IN ST. LOUIS  Start Year: 2010  Students: 300 314-935-5450  St. Louis, MO 63130  drmark@wustl.edu

WESLEYAN UNIVERSITY  Start Year: 1932  Students: 800 860-323-4355  Middletown, CT 06457  jrabon@wesleyan.edu

WILSON COMMUNITY COLLEGE  Start Year: 1974  Students: 1500 252-348-8600  Wilkesboro, NC 28697  Paul Bradbury

WISCONSIN-PLATTEVILLE  Start Year: 2014  Students: 30 715-425-4330  ozcan.kilic@uwrf.edu

WISCONSIN-TECH  Start Year: 2014  Students: 30 715-425-4330  ozcan.kilic@uwrf.edu

WISCONSIN-TECHONOLGY  Start Year: 2014  Students: 30 715-425-4330  ozcan.kilic@uwrf.edu

WOMEN'S UNIVERSITY OF MINNESOTA  Start Year: 1974  Students: 1500 252-348-8600  Wilkesboro, NC 28697  Paul Bradbury

WORCESTER POLYTECHNIC INSTITUTE  Start Year: 1865  Students: 15,000 508-831-5000  Worcester, MA 01609  paul@wpi.edu

WUMB  Start Year: 1970  Students: 119 413-782-1137  Worcester, MA 01605  markb@wumb.org

YALE UNIVERSITY  Start Year: 1970  Students: 125 203-479-4551  West Haven, CT 06516  cpeterson@newhaven.edu

YORK UNIVERSITY  Start Year: 1959  Students: 50,000 416-736-2100  Toronto, ON M3J 1P3  jknight@yorku.ca

ZAGREB UNIVERSITY OF ECONOMICS AND BUSINESS  Start Year: 1919  Students: 1000 3851 10000 Zagreb 05319 157 011

ZHEJIANG UNIVERSITY  Start Year: 1928  Students: 40,000 0571-88320918  Hangzhou, Zhejiang 310027  zju@zju.edu.cn
The following universities offer opportunities for students to obtain some classroom training and/or practical experience specific to professional sales. Most are working with their universities to establish formal programs.

- **Pepperdine University**
  - https://business.pepperdine.edu/department/professional-selling
  - This program offers a sales minor and an on-campus sales competition.

- **Georgetown University**
  - https://sales.georgetown.edu
  - This program offers a sales minor and an on-campus sales competition.

- **Virginia Commonwealth University**
  - http://www.vcu.edu/sales
  - This program offers sales classes for students from all majors.

- **Western Michigan University**
  - https://www.gvsu.edu/sales
  - This program offers sales classes for students from all majors.

- **University of Minnesota**
  - https://www.sales.umn.edu
  - This program offers sales classes for students from all majors.

- **University of Notre Dame**
  - https://sales.nd.edu
  - This program offers sales classes for students from all majors.

- **University of Tennessee**
  - https://www.utk.edu/sales
  - This program offers sales classes for students from all majors.

- **Florida Atlantic University**
  - https://www.fau.edu/sales
  - This program offers sales classes for students from all majors.

- **University of Southern California**
  - https://www.usc.edu/sales
  - This program offers sales classes for students from all majors.

- **University of Southern Mississippi**
  - https://www.usm.edu/sales
  - This program offers sales classes for students from all majors.

- **Xavier University of Louisiana**
  - https://www.xula.edu/sales
  - This program offers sales classes for students from all majors.

- **University of Richmond**
  - https://www.unr.edu/sales
  - This program offers sales classes for students from all majors.

- **University of Virginia**
  - https://www.virginia.edu/sales
  - This program offers sales classes for students from all majors.

- **University of Southern California**
  - https://www.usc.edu/sales
  - This program offers sales classes for students from all majors.

- **University of Tennessee**
  - https://www.utk.edu/sales
  - This program offers sales classes for students from all majors.

- **Florida Atlantic University**
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- **University of Southern California**
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at lower base salaries than men. The question is why? same roles, but what the data did show was women started role(s)? It may be that total comp was the same for the a sales comp plan that has differences based on gender. gender does not/could not play a role. No company has My assumption has always been that in the field of sales, lower than men, which led to this follow-up study. survey, they found that the base salary of women was in staffing for the medical industry, recently released a MedReps, a Jackson Healthcare company, specializing WHICH WARRANTS PLENTY OF CONSIDERATION. AREA OF RELATIONSHIP THAT HAS BEEN DISCOVERED THERE’S NOTHING NEW ABOUT THE NEED TO QUALIFY AN OPPORTUNITY/PROSPECT. WHAT IS NEW IS AN AREA OF RELATIONSHIP THAT HAS BEEN DISCOVERED WELCOME TO THE NEW NORMAL, WHERE RELATIONSHIP IS EVERYTHING. NO COMPANIES CAN AFFORD TO DILUTE THIS CRUCIAL RELATIONSHIP WITHIN THEIR ORGANIZATIONS. THE SURVEY TOOK PLACE IN 2019 AND COVERED A variety of industries and roles. The survey did not define what a “Boys Club Mentality” is, even though nearly two-thirds of respondents indicated it exists in their companies. My interpretation was that this might mean favoring males in assignments (territory, quote, promotions), evaluations, and opportunities. All of these contravened my own opinion of a level playing field. I decided to go looking. STEREOTYPES ARE REAL Two articles published by the Harvard Business Review provided research-based perspectives in my early search: “How Gender Stereotypes Kill a Woman’s Self-Confidence,” and “Gender and Competition: What Companies Need to Know.” The first article begins with the notion of “occupational sorting,” with men choosing higher paying careers, such as, computer programming. But sticking strictly to sales, what it The combination of these stereotypical behaviors telegraphs to the topic of this article. When companies advertise a range of base pay for a role, the data shows women are more likely to accept a lower starting salary, rather than negotiate for a higher one, even though they may be skilled negotiators (e.g. avoiding discounting) when they are selling. It’s not hard to generalize this tendency toward acceptance of a low initial offer being true of recent grads with little/no sales experience. New research identifies one reason women might be shying away from certain professions: They lack confidence in their ability to compete in fields that men are stereotypically believed to perform more strongly in, such as science, math, and technology. Women are also more reluctant to share their ideas in group discussions on these subjects. And even when they have talent—and are actually told they are high-achievers in these subjects—women are more likely than men to shrug off the praise and lowball their own abilities. If you’re a woman choosing a sales career, you’ve already bypassed occupational sorting. Yet women sales candidates are offered, and regularly accept, lower starting salaries for the same jobs/roles as their male counterparts (more on this in a bit). Where does this women’s pay inequity begin and why does it persist? For starters, I’ll suggest this is not discussed or recognized in day-to-day management practices. Two women I heard from reminded me, this is a shared responsibility of both the individual employee and the sales manager. The first of these is a senior female executive at a company on the record to promote equality, diversity and parity. Yet, this capable, experienced and successful woman told me, she has “to remind herself every day to raise her hand and speak up in meetings.” She gives herself a morning pep talk to remember to do just that. She gives herself a morning pep talk to remind herself every day to raise her hand and speak up in meetings. Men tend to see themselves as fully qualified and/ or reasonably so if they have 60% of a job’s stated requirements, while women often see themselves as “not ready,” if they don’t have 100% of requirements. The combination of accepting lower starting salaries, along with reticence to reach for higher roles can, and probably does, contribute to lower overall compensation and the continuance of a Boys Club mentality. It’s not just in the Boys’ heads! THE BATTLE OF THE SEXES The second article I recommend looks at competition versus cooperation, with experiments involving 236 men and women. The researchers didn’t find a significant difference in performance between the cooperative and the competitive payment schemes for either men or women. “This is in contrast to previous studies,” says Fletcher. Prior research had found that men exerted extra effort and performed better than women when they were in a competitive situation, whereas women exerted similar amounts of effort whether or not they were competing. Fletcher says that homophily—our tendency to associate and form relationships with those who are similar to us—might lead individuals to feel more comfortable and perform better on same-gender teams, whether cooperative or competitive. “THERE’S A STRONGLY HELD ASSUMPTION THAT MEN ARE COMPETITIVE AND WOMEN AREN’T, AND OUR RESULTS SHOW OTHERWISE,” she says. “Men and women work together differently when they’re dependent [on each other] versus independent and when they work on stereotypically male or female tasks.” The three findings point to stereotypes that do not serve men or women in sales. While sales is a competitive occupation, increasingly, collaboration and co-creation with customers and/or colleagues is part of the mix. Avoiding competition will get you nowhere, but being super-competitive may also limit how far you go. Remember the proverb: If you want to go fast, go alone. If you want to go far, go together. The take-away from this article for sales leaders, at every level, is to recognize gender but not pander to it. As with any coaching, it needs to be tailored. In fact, coaching equals feedback. Diversity today is reality. It can make managing harder but also make teams stronger. Again, the key is to avoid stereotyping and, instead, rely upon principles and values (e.g., Win/Win, transparency, etc.).
The opportunities for growth and improvement lie just outside the zone where you currently operate. Another female executive I interviewed offered this observation about her comfort zone and gender homophily. She’s a COO in the hi-tech industry and often the only woman in the room. At a recent conference in Atlanta, there were 2 other women among the 125 attendees.

In the past, she would have thought, “Wow, there are only two other people like me here.” But then she realized that beyond gender, there were many people like her who likely shared her introverted personality, or were there to make new acquaintances, with the common goal of making sales to Microsoft, the host.

**FOR FEEDBACK TO BE MEANINGFUL/ USEFUL IT NEEDS TO MEET 5 TESTS:**

- **T**imely
- **A**ccurate
- **O**bjective/Consistent
- **R**elevant
- **I**ndividualized

This notion of reframing to see new possibilities is key to creating new opportunities. And what is sales, if not creating new opportunities? Below are some action items that can improve the situation.

**RECENT GRADS.**

**BE TRANSPARENT.** When being offered a position/salary, ask if this is the same for all people in this role and be clear on the requirements. More companies are saying up front “This is the salary, these are the requirements, for these are the requirements, for...” without being overly accepting or confrontational, come from a position that rewards those who are bold, it’s that simple.

**STEP OUTSIDE YOUR CZ.** Whether it’s speaking up, reframing, practicing a new skill, approaching a new prospect, trying a new way is a start.

**FORTUNE FAVORS THE BOLD.** Sales is an occupation that rewards those who are bold, it’s that simple.

**SALES MANAGERS:**

**MAKE SURE EVERYONE GETS THEIR UPS.** When running a team meeting, realize new reps may be reluctant to speak up. Help facilitate everyone speaking up by asking, “Cindy, what do you think about what Roger just said? Do you have a different thought on that topic?”

**SALES LEADERS:**

**CONDUCT A SALARY AUDIT.** Do you have a pay gap or inequities in hiring practices? Find out. If there are, take positive actions to end these; if there aren’t, let everyone know. Why? Why? Why?

Per the MedReps survey, more than a quarter of sales respondents stated they would consider leaving current employers for an offer from a company that has proven gender parity, and 60% said they would turn down an offer if there’s evidence of a gender pay gap.

**CONCLUSION**

While a “Boys Club” may still exist, either overtly or otherwise, there are things both women and men can do to promote the equality, parity and level playing field of dreams.

When it comes to the workplace, stereotypes are not helpful and need to be recognized so that a transparent, culture of growth that is helpful and encouraging leads to a successful career in sales for all men and women.

2. [https://hbswk.hbs.edu/item/hoe-gender-stereotypes-less-than-br-greater-than-kill-a-woman-s-less-than-br-greater-than-self-confidence](https://hbswk.hbs.edu/item/hoe-gender-stereotypes-less-than-br-greater-than-kill-a-woman-s-less-than-br-greater-than-self-confidence)

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**HAVE YOU EVER THOUGHT ABOUT BECOMING A PROFESSOR?**

**THE FOLLOWING SCHOOLS HAVE Ph.D. OR D.B.A. PROGRAMS IN MARKETING WITH AN OPTION TO FOCUS ON SALES.**

**APPLY NOW AND BECOME A SALES PROFESSOR!**

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<th>UNIVERSITY</th>
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*This list has been prepared by the University Sales Center Alliance | [http://www.universitysalescenteralliance.org/](http://www.universitysalescenteralliance.org/)*
WHAT IS A TECH STACK?

Not too long ago, a tech stack meant nothing more than a phrase representing your IT infrastructure. Now, an essential part of customer-facing strategies for modern sales organizations, it consists mostly of cloud-based software solutions that work to address the needs and provide tools for sales and marketing teams to become more efficient and effective within their roles.

The sales technology stack today is often segmented by Top/Prospecting, Middle/Demos, Bottom/ Closing and Operations/Training, trending towards the unification of technology throughout the sales cycle. Nearly 50% of the solutions address top- of-funnel activities, such as lead generation and prospect engagement, with the remaining focused on managing opportunities through the sales cycle, closing, and reporting. Examples include:

**SALES TECH STACK**
**PURPOSE, COST, AND COMPLEXITY**

DO YOU REMEMBER A TIME WHEN A SALESPERSON WOULD HEAD OUT THE DOOR WITH A ROLL OF QUARTERS TO MAKE CALLS FROM THE ROAD?

All he or she needed was the knowledge in their head and a tad of social skills: barely table stakes in today’s buyer-seller environment. The salesperson’s job has radically changed with so many inventions relating to technology. New salespeople will grow into this environment, while more mature sellers will need to adjust, but either way the approach taken when interacting with buyers is forever different with the infusion of the Tech Stack in Sales.

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What salesperson would not covet technology that allows for marketing content to be found, used, and tracked with amazing proficiency. In theory, and reality, this gives the seller a more efficient method for interacting with a prospect, one the prospect might also value. Additionally, reps often spend much of their time manually qualifying leads, which is time-consuming. Automated lead scoring solutions exist that can identify the opportunities more likely to close, saving time.

Like all tools, a Tech Stack’s improper usage can cause harm. It should assist, not replace; allow efficiency, not enslave the rep. In the end, most complex purchases cannot be solved by clicking a few boxes on an app or running more reports. Rather, the customer’s decision-making process and the type of interaction desired are paramount. The cost to outfit each sales representative with an effective tech stack can be significant. Firm size influences the spend on sales technology, with large firms leveraging economies of scale to spend $260/mo, medium firms shelling out $455/mo, and small companies outlaying $386/mo, on average. These numbers include CRM costs, but do not incorporate the additional IT staff support required to keep a sales force up and running. It appears that large firms can use economies of scale to reduce their tech spend.

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WHAT IS A TECH STACK?

No longer is success determined by the size of your organization or your sales team. A nimble start-up with the right technology stack can quickly outpace or leapfrog its unprepared competitors. Legacy organizations that are unable to adapt quickly will be left to play catch up with competitors who are not limited by outdated processes and technology. Sales leadership and representatives can reap the benefits of sales technology, especially the insights留守 through AI and machine-learning resources. It all began with cloud-based CRM, allowing sales professionals to access their accounts and contacts from anywhere with an internet connection.

This innovation created a major impact on performance and user efficiency. A growing trend is listening more and letting technology take notes which are automatically entered into a CRM. Plus, notes can then also be quickly shared with the buyers to further grow trust.

**TECH STACK AND SELLING PROCESS**

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**DATA HAS DEVELOPED INTO A MOST VALUABLE RESOURCE AND WITH THE RIGHT TECHNOLOGY, WE ARE NOW ABLE TO COLLECT, ANALYZE, AND APPLY INSIGHTS DIRECTLY TO OPPORTUNITIES.**

Moreover, analytics can suggest the proper content to use and the strategy that will have the highest closing percentage. Inevitably, data and the right
IS THE DOCTORATE OF BUSINESS ADMINISTRATION DEGREE (DBA) RIGHT FOR YOU?

By Dr. Andrew Artis
University of South Florida-Tampa

It is fitting that the Sales Education Foundation ANNUAL 2020 Edition—first of this new decade—include a discussion on why sales executives are returning to college to earn DBA degrees. The increase availability of DBA programs will have a profound effect on sales education. It is fitting that the Sales Education Foundation ANNUAL 2020 Edition—first of this new decade—include a discussion on why sales executives are returning to college to earn DBA degrees. The increase availability of DBA programs will have a profound effect on sales education.

MAJOR TIDAL FORCES HAVE ALIGNED TO LIFT THE DBA

Four trends are converging at the beginning of this decade to start a great renaissance within the sales-education profession.

1. The growth of university sales centers - As a result of college deans responding to their stakeholders who want more college-educated salespeople, resources are being made available to create sales centers to attract students, prepare and graduate professional salespeople. Hence, we need more qualified instructors to teach sales curriculum, coordinate extracurricular activities with students, and work with practitioners.

2. The increased use of clinical professors - Clinical business professors who teach professional selling curriculum bring great value to their colleges. Students benefit from improved instruction that comes from all the professor’s practical experience and the relationships cultivated over years of daily selling rituals. Colleagues within the business college benefit from the research opportunities that clinical professors can make available via their observations and connections in the field. Practitioners who hire college graduates get more and better prepared graduates to recruit. College administrators benefit as clinical professors strengthen the bonds with business practitioners that are needed to support the college.

3. The increase in Baby-Boomers looking to make a career pivot - Highly experienced sales professionals are looking for new careers as college instructors, but don’t have the academic credentials to meet accreditation standards. Hence, there is a pool of highly-motivated candidates who want to be college instructors, and need teaching credentials.

4. The global expansion of DBA offerings - Over the past decade there has been a rapid expansion of DBA programs. According to DBA programs, there were more than 280 DBA programs offered all over the world with the majority located in Europe (39%), North America (35%), and Asia-Pacific (21%). Hence, there is sufficient access for experienced sales professionals to earn the credentials to be full-time, clinical business professors.

DBA ADVOCATES AND CRITICS...

University of South Florida-Tampa is currently working with 15 DBA students at various stages of their graduate training. Not all these students are conducting sales-related research, but it is easy to find additional advocates for sales professionals to use a DBA to make a pivot into other careers. Simply find someone who has earned their DBA and ask them to share their insights. They’ll say something like this.

“DBAs are about the practical application of knowledge and discovering new insights from practice. Sales research fits perfectly into DBA programs allocating sales professionals to explore their unique industry needs.”

Dr. Geoff Parkes, Senior Lecturer
Aston University in Birmingham, UK

“The DBA has provided value on multiple levels. First, I cherish the relationships that have developed as part of my DBA program. Second, I gained new insights about me. Third, I improved and sharpened skills that I've been able to apply directly to my work.”

Dr. Rob Hammond, Director of USF-Tampa Center for Marketing and Sales Innovation

There are detractors. Critics who have often not taken the time to understand this type of graduate degree argue that it is just a bloated MBA (a “country club” MBA) or watered down PhD (a “PhD Light”). In truth, the DBA is designed to meet the needs of a business executive when neither a PhD nor an MBA quite hits the mark. The most common reason for pursuing a DBA is for candidates to differentiate and advance their professional career. The knowledge, skills, and abilities that the DBA curriculum are excellent for those who want to establish themselves as subject-matter experts and consultants for hire.

READY TO CONSIDER A DBA DEGREE? AVOID THESE MISTAKES.

MISTAKE 1: NOT SEEING THE HANDWRITING ON THE WALL

Be proactive. If you want a full-time position as a college instructor, clinical professor, or tenured-track faculty member then you need to be aware that business colleges and universities are in a state of disruption. Administrators are being pressured to do more with less, while all faculty members need to find ways to demonstrate value, part-time faculty are most vulnerable. Several of our DBA graduates have full-time jobs in the private sector, and work as part-time adjunct professors.

Instructors with DBA degrees provide unique opportunities for college administrators. First, the workloads of college faculty members are comprised of teaching, research, and service, but we are sorely lacking in administrative experience. DBAs usually have to have executive experience to be admitted to a DBA program, and are therefore qualified to fill desperately needed administrative roles.

Colleges need all faculty to contribute to the research effort. According to DBA education is designed to teach executives how to do research, DBA graduates that publish research are more likely to be retained at colleges over those who show little sign of producing publishable research. Therefore, look for ways to collaborate with research faculty; these will be the same people who will work to make you successful in the duties assigned.

MISTAKE 2: NOT UNDERSTANDING WHAT THE DBA IS

The term Doctorate of Business Administration or DBA is the most common type within a group of “executive” doctoral degrees. Graduate degrees of this type are designed for practitioners with extensive real-world knowledge and experience as executives in business or government operations. These students are imbedded within the research phenomena they intend to study, know what their research focus will be, but need the research training necessary to pursue that research. Hence, business colleges with PhD programs are well suited to also train DBA candidates because the faculty are hired to be researchers and have plenty of experience applying the scientific method to develop new research scholars.

MISTAKE 3: NOT DOING YOUR OWN NEEDS ASSESSMENT AND CRAFTING YOUR OWN CRITERIA

You give yourself the best chance to enroll in a program that fits your needs if you can specify your needs. This may sound obvious, but some candidates choose the program first and then try to convince themselves and admissions staff that they are a good fit. So, before you even start to analyze and compare DBA programs craft your statement of purpose with your family, posse, and mentors. These people know you, and they will serve as a great sounding-board as you hash out what is important to you.

As part of the application process the staff of each program will ask you to explain why you want a DBA degree and then why you chose to apply to their program. This is a big decision and you want to get this right so you can better develop your own criteria instead of grafting someone else’s criteria onto your decision making process.

MISTAKE 4: UNDERSTANDING THAT IT IS ABOUT HAVING THE RIGHT ATTITUDE

Renown Stanford University psychologist and educator Dr. Carol Dweck found that students who were told that the task ahead was difficult, but within the students’ skill sets were more likely to absorb the pain, maintain the necessary attitude, and find a way to succeed. In contrast, students who were told the task was easy, but student work were more likely to quit and fail. Getting your DBA will require you to work through the hardship, but it is because it is hard that makes it special. It is no harder than your career as a sales professional.

YOUR PLACE IN THE CURRENT RENAISSANCE

Did the great Italian artist Michelangelo know he was part of a renaissance? No, I don’t think so. He just got out of bed on Monday morning, collected his paint brushes, and went to work on the Sistine Chapel. Your contribution to the sales education renaissance is similar. It may feel to you like it’s just another Monday, but in fact, you are taking part in the creation of a new and better way to prepare a generation of college students to succeed as sales professionals. So grab your brushes and let the renaissance begin.
Let's start by stating social selling is not selling on social networks like LinkedIn, Twitter and Facebook. No one wants to be on the receiving end of a “sales pitch” on social media. Social selling is an effective method to define your personal brand and value proposition, develop a network, build and nurture business relationships, gather, curate and share relevant information and research. Developing your social selling on-line presence is a skill that needs to be developed.

A study done by the Aberdeen Group found sales reps that leverage social selling in their sales processes were 79% more likely to achieve quota versus reps who didn’t. In this hyperactive environment, with heightened customer expectations, technology and digitization have impacted the traditional sales process. But we are still humans who value honesty and mutually beneficial business relationships.

Social Selling is not a silver bullet, but it can help generate more revenue. You might ask “How?” Most will agree that sales processes vary among organizations, but a well-defined process can be replicated, measured and adjusted. Given that sales is a “game of inches,” a few well executed social selling tactics can give you a measured advantage in closing more deals.

It is critical to have a solid social selling strategy. This does not replace marketing and sales fundamentals. But there are specific social selling strategies you can implement so that you:

1. Connect the solutions you provide clients to solving problems. Showcase your solutions in posts you can easily publish on your LinkedIn profile. A sales rep could:
   - Gain permission from your client to showcase your solution/success story on LinkedIn.
   - Write a brief 100 to 200 word article.
   - Take a photo of your client and members of their team or employees using the solution.
   - Include a couple of quotes from their client, buyer or end user(s).
   - Post this success story on their LinkedIn profile, and hashtag the clients’ web site and a few key personnel from the reps team.
   - Share the success story/solution with prospects in an industry that doesn’t compete with their clients’ success as a form of social proof.

2. Upload brief videos of your solution on YouTube.
   - Consider how your prospect/buyer would conduct their internet searches. Look up some key words competitors are using on the click on pay sites.
   - Use your company’s videos showcasing these solutions, and/or produce your own. Title the video with the exact words buying teams are using in their internet searches. These social selling tactics help SEO rankings. Note that SEO apparently favors fresh, relevant content in rankings. This may impact both your rankings, and help your solution appear in the internet searches of buying teams earlier in the process. This could lead to helping you shape the buying team’s RFPs.

3. Connect to the buying team
   Use the search feature on LinkedIn as a database to uncover buyers, their connections within the company and skillfully reach out to them.
   - Consider how your prospect/buyer would conduct their internet searches. Look up some key words competitors are using on the click on pay sites.
   - Use your company’s videos showcasing these solutions, and/or produce your own. Title the video with the exact words buying teams are using in their internet searches. These social selling tactics help SEO rankings. Note that SEO apparently favors fresh, relevant content in rankings. This may impact both your rankings, and help your solution appear in the internet searches of buying teams earlier in the process. This could lead to helping you shape the buying team’s RFPs.

Because price and product are easily replicated, a buying team will be looking for differentiators. These include having more contacts within a company and a tailored message/approach to their specific role (buyer, influencer, end user, CFO, CIO, CMO, etc). Applying social selling strategies could have you increasing the probability of success against your competitors.

GOOD SELLING!
Virtual-Visual Playbooks: Executing Your Sales Strategy

Year after year, sales organizations face sizable challenges to meet higher sales targets with many firms aiming for over 20% sales growth (State of Sales Productivity, 2015). Compounding this challenge, organizations are often asked to achieve these targets with the same or fewer resources allocated to managing big data, along with demands of efficiently training and onboarding sales reps; developing new front-line managers; learning and deploying customer relationship management systems; and keeping up with ever-changing sales strategies. These challenges present a question of how firms can effectively and efficiently deploy the strategies of the executive team to their vast sales teams.

Virtual, video playbooks help organize and sequence data insights, satellite officing, and virtual communication for the sales community. To explain a virtual-visual playbook, imagine a user dashboard with every bit of relevant information available for a salesperson or team all in one place (let’s say, on a smartphone), well organized and prioritized, and always available to them. This dashboard has a “slick” and easily navigable user interface, which powers the salesperson’s training (often through video engagement), tracks their learning, and simplifies the complexities of prospecting and customer relationship management. Further, all the content, videos, and best practices are developed by the sales organization’s leadership and top talent. Together, the software tool and salesperson grow and win.

For anyone sounding the alarm that virtual playbooks have upended the classic, interpersonal ethos of sales by immersing teams in software, they can take solace knowing that these digital platforms have expedited internal processes providing more time for tried-and-true sales engagements. With virtual playbooks, there is less diffusion of information and less administrative inefficiency, which are two sales limitations that have existed since the inception of happy hours, golf outings, and boardrooms. Virtual playbooks have helped salespeople engage these environments and other sales opportunities more frequently and with more preparation than what prior, more analog systems enabled. Fittingly, this marketplace movement’s success has been coined, Sales Enablement.

Virtual video playbooks (aptly called vPlaybook) were created to help companies enter the business intelligence market. Adopted by Panasonic, Tableau and Adobe, DSG’s vPlaybook’s success gained the attention of the TCU Sales and Customer Insights Center, the newest center at the Neeley School of Business. Faculty leaders at the Center inquired about the virtual playbook software to learn about its impact on education at TCU.

**Virtual-Visual Playbooks: Borrowing a Page from Sports Organizations**

In the late 90s and early 2000s, sales organizations began documenting sales processes into physical binders. This collection of materials functioned as a reference of critical information and steps (similar to a football playbook) that the sales team should utilize in order to ensure that they know what to say, when to say it, and how to say it. The problem was, many of these collections (or playbooks) were bulky, sat on shelves, and were rarely used. Many organizations have still not evolved. Last month, an executive at a Fortune 500 company shared with us their 379-page playbook. While the playbook is now on the cloud via a PDF rather than in a binder on a shelf, playbooks at most organizations have not evolved to accommodate the habits and behaviors of new sales reps. Today’s sales professional is more technologically savvy, and the information provided to prospects and clients must be agile and relevant.

**Virtual Video Playbooks: Enabling Execution of Sales Strategies**

While organizations moved their playbooks to the cloud, the adoption and effectiveness has been marginal at best. The persistent challenge is that most playbooks are cumbersome volumes of text that are difficult to navigate on demand. The solution is that playbooks should be virtual and should rely heavily on video content. This technical solution is more than a fad; it’s a movement—video content has become a rapidly-growing and useful information medium. For context, in 2019, there were 500 hours of video content uploaded to YouTube per minute (257 million hours per year), which was a 2,500% increase from the previous year (Statista 2019). America’s sales community amounts to over 25 million people. In the service and manufacturing industry, each salesperson supports an average of 17.91 jobs within their company, and among the largest 500 companies in the U.S. with a salesforce, their generated revenues amount to over $7 trillion (SellingPower, 2020). By obvious measure, the stakes are high for helping sales teams become more efficient, data infused, and better trained.

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**Virtual Video Playbooks: Impacting Education at TCU**

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Continued on page 40
technology help us improve our ability to sell by uncovering prospec tive clients that we may not have considered previously, and in-turn, provides awareness of a greater forecast opportunity.

CHALLENGES TO THE TECH STACK AND THE FUTURE

Most sales professionals agree that sales technology is an essential resource in their ability to identify and close deals, but the most successful also value the importance of a relationship and how that could be impacted by too much technology. This might sound somewhat straightforward, but market realities make it much more complex. We cover the current sales tech stack landscape and fragmented into many different categories of assistance. Vendor Neutral has captured the essence of this environment in the figure below that contains roughly 40 separate segments where reps could find tech stack assistance. This very graphic evolves on a weekly basis, which makes the salesperson’s job potentially more efficient, but certainly arduous in many regards, like learning multiple platforms.

IN THE END, IT’S THE SALESPERSON’S DILIGENCE AND WORKING SMARTER VIA TECHNOLOGY ASSISTANCE THAT WILL SERVE THE CLIENT AT A MORE SATISFYING LEVEL. A representative cannot simply outsource prospecting by letting marketing automation send emails to potential leads. Hope is not a strategy. A sales rep empowered with technology should outperform those without it; it’s a powerful tool, when used appropriately.

SALES CENTER DIRECTOR ROLE

University Sales Center Alliance (USCA) examined sales center director activities and how they allocate their time. Our study examined the work activities for both tenure-track faculty (faculty responsible for teaching and generating academic research) and non-tenure-track faculty (faculty evaluated primarily on the basis of their teaching). While USCA sales center directors occupy both tenure-track and non-tenure-track positions, we found the results for those center directors in tenure-track positions to be particularly interesting, especially when comparing their activities to the stated requirements for tenure-track faculty with non-tenure-track faculty. Such contrasts are set up for what might be called “balanced” schools, where the emphasis on teaching and research is balanced.

WHAT DOES A TENURE-TRACK FACULTY MEMBER DO?

In most balanced schools, a tenure-track faculty member is expected to spend approximately 40-45% of his/her time on teaching-related activities, 40-45% of his/her time on research-related activities, and 10-20% on service-related activities. When a faculty member is reviewed and considered for the tenure and promotion decision (typically after 5-6 years), all tenure-track faculty members are evaluated against the same criteria, regardless of that faculty member’s administrative responsibilities. In other words, if a tenure-track faculty member is, for example, expected to have published 6-8 articles where 1-2 appear in top-tier journals, this requirement is the same for both faculty members with and without an administrative role.

When a university asks a tenure-track faculty member to serve in an administrative role such as the director of a sales center, that faculty member may be released from the responsibility of one of his/her courses with the thought that such freed-up time will cover the time spent on managing the center. In a university setting where a faculty member teaches three courses per semester, the faculty member with center director responsibilities will teach five courses while his/her faculty member without the administrative role will teach six courses during a typical academic year.

On the face of it, that seems like a somewhat equitable tradeoff. One semester course might represent 12-13% of a faculty member’s time. However, when we dive deeper into our data of what sales center directors actually do, the picture may not necessarily be as balanced as is initially portrayed.

Two key areas drive faculty tenure evaluations: teaching and research. The data indicates that the percentage time a sales center spend slightly less time on their teaching (35% compared with 40-45%), and that may result from the course reduction in teaching load. During the tenure review process, faculty – regardless of administrative assignments – are measured on the same standards for research output. However, faculty heading up a sales center must carve out time for center administration, fundraising and managing the center’s finances, managing sales competitions (internal and external), advising students, and much more. In fact, our research identified a broad spectrum of activities that occupy sales center directors. The proportions of the time committed to various goals is not fixed; however, they do require a shift in one’s focus for completion and do occupy more than the 12-13% offset by the reduced teaching load.

WHY IS THIS IMPORTANT FOR EXECUTIVES WORKING WITH SALES CENTERS?

Tenure-track faculty serving as sales center directors work diligently to satisfy their Corporate Partners and their students. At the same time, they are also working to satisfy the university’s requirements to maintain their tenure-track faculty’s understanding of their students. A little more about the nature of a tenure-track faculty’s job can help Corporate Partners engage even more effectively with tenure-track faculty serving in sales center director roles. In fact, in what we’d call a picture-perfect world, when we work with our Corporate Partners about the research work we are doing, they’ll understand how important those conversations are to our careers.

continued from page 33
### UNIVERSITY SALES COMPETITIONS

**COMPETITION NAME** | **UNIVERSITY HOST** | **DATE** | **YEAR** | **ROLE PLAY** | **TEAM** | **ELEVATOR SPEED SELLING** | **CASED STUDY** | **NETWORKING EVENT** | **AWARDS EVENT**
--- | --- | --- | --- | --- | --- | --- | --- | --- | ---
**ACSC** | Arizona State University | February 11, 2023 | 2014 | A | A | A | A | A | A
**BSC** | Ball State University | November 6-8, 2020 | 2020 | A | A | A | A | A | A
**EUSC** | University of Applied Sciences | May 10-19, 2020 | 2015 | A | A | A | A | A | A
**GBSC** | Florida International University | October 1-3, 2020 | 2020 | A | A | A | A | A | A
**GREAT NORTHWOODS SALES WARM-UP** | University of Wisconsin - Eau Claire | October 22-24, 2020 | 2020 | A | A | A | A | A | A
**KSC** | Kansas State University | November 11-13, 2020 | 2020 | A | A | A | A | A | A
**KEystone SALES CHALLENGE** | Ball State University | April 9-11, 2020 | 2020 | A | A | A | A | A | A
**KU/KING’S HAWAIIAN TEAM SALES COMPETITION** | University of Kansas | April 8-11, 2021 | 2021 | A | A | A | A | A | A
**KSC** | Kennesaw State University | March 25-27, 2021 | 2021 | A | A | A | A | A | A
**KU** | University of Kansas | April 9-10, 2021 | 2021 | A | A | A | A | A | A
**KSC** | Kansas State University | March 11-13, 1999 | 1999 | A | A | A | A | A | A
**KSC** | Mercer University | November, 2028 | 2028 | A | A | A | A | A | A
**KSC** | Bryant University | November 6-7, 2020 | 2020 | A | A | A | A | A | A
**NSC** | William Paterson University | November 18-19, 1997 | 1997 | A | A | A | A | A | A
**NSC** | Salisbury University | March 26-27, 2021 | 2021 | A | A | A | A | A | A
**NTSC** | Indiana University | October 21-23, 2020 | 2020 | A | A | A | A | A | A
**PBSC** | University of West Florida | March 27, 2020 | 2020 | A | A | A | A | A | A
**PSI** | Nevada University Locations | October 1999 | 1999 | A | A | A | A | A | A
**PBSC** | Florida State University | February 24-26, 2021 | 2021 | A | A | A | A | A | A
**SSC** | University of Minnesota | October 2010 | 2010 | A | A | A | A | A | A
**Selling with the Balls Intercollegiate Competition** | University of South Florida-Tampa | February 6-8, 2021 | 2021 | A | A | A | A | A | A
**TCCSC** | University of Minnesota | March 21-22, 2021 | 2021 | A | A | A | A | A | A
**TUCS** | University of Toledo | February 25-27, 2021 | 2021 | A | A | A | A | A | A
**MUJ** | Montclair State University | October 17, 2020 | 2020 | A | A | A | A | A | A

University sales competitions provide opportunities for professional sales students to showcase their talents while networking with fellow students and future employers. Some competitions focus on regional attendance, while others bring in international students. Competitions vary in format—from role play, team selling and speed selling to elevator pitch exercises and boot camp offerings. These events are supported by inspiring companies who bring recruiters for career fairs and employees who serve as buyers and judges. University sales competitions are ‘the’ premier venues for top sales organizations to meet the future generation of Sales Professionals and see them in action.

It’s important to note that many universities provide internal competitions for their students throughout the year. Our redesigned 2020 Annual magazine feature lists the ‘major’ sales competitions provided worldwide. SEF defines a major competition as one that is open to students from other universities. Use the chart provided with the listing below to discover 22 university sales competitions held annually. Visit their websites and contact the individuals listed for details.

SEF is proud to provide this service to all our readers. We applaud each university host, student competitor and company volunteer who are truly helping to ‘elevate the sales profession through university education.’
BUILD A MORE CREATIVE, COMPETITIVE SALES TEAM.

Assessments, strategies, and techniques based on our industry-leading research.

GrowthPlay provides industry-leading research, predictive talent analytics, and advisory services to businesses globally. We work with our customers to ensure they have the data needed to grow sales and make informed, evidence-based sales talent management decisions.

To learn more about Predictive Sales Assessments, visit https://growthplay.com/chally-assessment/chally-predictive-assessments